

## Comprehensive Prevention Survey Administration and Participant Identification Number Guidelines

August, 2011

These guidelines delineate the procedures for assigning identification numbers to all people who participate in prevention programs and administering the surveys for these prevention programs. It is imperative that each Comprehensive prevention contractor follow this protocol as closely as possible to ensure consistency across all projects. If you have any questions, please contact the evaluator, Kris White (319-335-4494 or [kristin-l-white@uiowa.edu](mailto:kristin-l-white@uiowa.edu)).

### Prior to Survey Administration

1. Identify who will be administering the survey. The survey administrator should not be the classroom teacher, nor should it be the individual who will teach/present the program. Ideally, the survey administrator should be a member of the project team not directly involved in program delivery within that school or location.
2. Keep an original copy of the blank survey instrument. Save the blank survey instrument in your e-mail and on your hard drive.
3. On a copy of the original survey instrument, complete the Administrative questions. For Question 1a, check the line indicating whether you are administering a pre-test or a post-test. For Question 1b, circle the number indicating the year of the program this pre- or post-test survey is covering: 1 if this is survey is for a single-year (or shorter) program, or if it is the first year of a multi-year program; 2 if it is the second year of the multi-year program, etc. For Question 7, indicate how many weeks long the program will be/was for the class group being surveyed. For Question 10, select the IOM population category that best fits the group of students you are targeting with the program.
4. Copy the survey instrument. Make enough copies to correspond to the anticipated number of participants.
5. Obtain the list of the people who will participate in the prevention program. In a school setting, this list may be obtained from the principal or registrar's office. In a community setting, you will need to compile a list of people who are registered or recruited to participate in the program.
6. Arrange the list of participants into alphabetical order by last name.
7. Assign a unique 8-digit identification number to each participant. This ID will be used only for that participant for the duration of the project. **The first two digits of the identification number must be the agency code** (Note that agencies with multiple service area contracts will use the service area code designated for use in the Comprehensive Prevention Project – contact Kris White if you have questions). The last 6 digits of the identification number can be determined by you, but each ID must be unique to each participant. (See example on p. 3.)
8. Record the 8-digit identification number on the list by the participant's name.

9. Write an assigned identification number on the front page of each survey instrument.
10. Organize the stack of survey instruments so that they are in the same order as the list that matches each participant's name with his/her identification number.
11. The list of participant names and corresponding identification numbers must be stored in a locked file cabinet and accessed only by the project director (or project coordinator) and the individual who administers the surveys. On the day of survey administration, the individual administering the survey must use this list to match each participant with the survey instrument that is labeled with his/her corresponding identification number.
12. The survey must be administered in a quiet, confidential, non-distracting environment.
13. The individual administering the survey must review the "Script for Survey Administrator" (see page 4) and the survey questions prior to survey administration so that he/she is able to answer any questions that the participants may have.
14. Ask the teacher or program implementer to assign a quiet activity (homework or reading) for people who wish not to complete the survey.

#### During Survey Administration

1. Wait for all participants to get settled in their places before beginning.
2. Introduce yourself to the participants and explain the purpose of the survey.
3. Explain that the survey is voluntary and that it will take approximately 10 minutes to complete.
4. Ask if there are any people who wish not to complete the survey. If there are people who do not want to take the survey, then:
  - Cross their names off of the list that matches each participant's name with his/her identification number;
  - Remove their survey instruments from the stack of instruments to be handed out to participating people, and do not distribute the survey instruments to the non-participating people; and
  - Ask the non-participating people to work on the quiet activity that was assigned by the teacher or program implementer.
5. Ask the participants not to start on the survey until directed to.
6. Distribute the survey instruments to the participants. It is recommended that the individual administering the survey read the participant's name from the list that matches each participant's name with his/her identification number and then hand the participant the survey instrument that is labeled with his/her respective identification number.

7. Read the “Script for Survey Administrator” to the participants before allowing them to start (see page 4). You may simplify the script wording if needed.
8. If a participant has difficulty understanding a question or answer, other participants may also have the same difficulty. Explain the meaning of the question or answer to all participants.
9. After all survey instruments are turned in, place all instruments (including blank ones) into the envelope provided, seal the envelope, and thank the people for participating.

#### After Survey Administration

1. Deliver the sealed envelope to the data entry person, or to a secure location to await data entry.
2. Completed survey instruments must be stored in a locked file cabinet *separate from* the list that matches each participant’s name with his/her identification number.
3. Once the data from the completed survey instruments are entered into the Database Builder, the original paper instruments must be stored in a locked file cabinet for **10 years**. After this period, the original paper instruments must be destroyed by shredding.

<p style="text-align: center;"><b>Example:</b>  <b>List that Matches each Participant’s Name with a Unique Identification Number</b></p>	
<b>Agency Code: 23</b>	
<u>Participant</u>	<u>Identification Number</u>
Ernie Banks.....	23562351
Starlin Castro.....	23763400
Mark Grace.....	23581009
Greg Maddux.....	23218865
(etc.)	

## Script for Survey Administrator

1. You are being asked to fill out a survey now and at the end of the program so we can find out whether this program is useful for students like you.
2. Do not put your name on the survey. Your survey form will only have an identification number on it, and only the project coordinator and I *[only mention yourself if you have access to the list]* will see the list of names that match the ID numbers.
3. Please read the entire survey carefully.
4. There are no “right” or “wrong” answers, but it is very important that you provide an honest answer to each question.
5. For each question, choose the one answer that comes closest to your honest answer. Your answers should be based on what you think is really true, not what you think is the “right” answer.
6. If you do not understand a question or an answer, please raise your hand and I will help you. *[If there are questions about the race and ethnicity questions on the survey, please see the next page of this document.]*
7. Record your answer to each question by writing an “X” on the line next to the answer that comes closest to your honest answer. *[For the Younger Youth survey Q. 16-24, instruct them to circle the answer they want to give.]*
8. *[For regular survey only: For questions 28-36, instruct the students to answer the questions according to the past 30 days, unless you’re administering a post-test for a program shorter than 30 days. In that case, instruct them to answer the question according to the time since they started this program.]*
9. Once you are finished, please turn in your survey by placing it in this envelope. *[NOTE to Survey Administrator: Show participants the envelope, and place the envelope in an easily accessible location away from other participants, the survey administrator, the teacher, and the program implementer.]*
10. After you have turned in your survey, please wait quietly at your desk until everyone is finished.
11. Once all surveys are turned in and before I leave this room, I will seal this envelope.
12. Please begin.

## **Explanation of Race/Ethnicity Questions for Prevention Survey Administration**

For questions about why there is a separate question asking if the student is Hispanic or Latino, and asking about their race, we suggest the following (which you may simplify for younger students):

“I want to explain two questions on the survey that often confuse people. They are questions about your race and your ethnicity. Some people see race and ethnicity as the same, but for the purposes of this survey please try to answer both questions. The question, ‘Are you Hispanic or Latino?’ is asking whether or not you belong to one of those ethnic groups...yes or no. Whether you do or you don’t, you also belong to a race, which is based on where your ancestors were from. The question, ‘Which of the following best describes you?’ asks about your race...for instance, do you consider yourself White, African American, something else, or more than one race? So, please answer both questions, and if you aren’t sure how to answer them, please ask me.”

NOTE for survey administrators: Hispanics/Latinos can be of any race, depending on their ancestral origins. For instance, according to 2000 Census definitions, people whose ancestry is from the original peoples of Europe (including Italy and Spain), the Middle East, or North Africa are considered White; those whose ancestry is from the native peoples of North, Central, or South America are considered Native American or American Indian; those whose ancestry is from Central or Sub-Saharan Africa are considered African-American. (Your school district or building administrators may have a complete list of race definitions, if you’d like to reference that.)